

Bienvenidos a Whittier, Escuela de Lenguaje Dual



Welcome to Whittier Dual Language School

Living Legends
and
Beyond
Mayan and Aztec Units for 5th and 6th
Grade

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Whittier Elementary at a Glance

- Whittier Elementary
- Grades Pre-K to 8th
- 400 students
- 98% Latino
- All students are emerging bilingual students

Whittier's Vision

Whittier Dual Language School will prepare students for success in high school and beyond. Through an emphasis on literacy in English and Spanish, mathematics, science, social studies, the integration of technology, the arts and physical activities with higher order thinking skills, our students will develop the skills, knowledge, attitudes, and values to become critical thinkers and productive members of their community.

Whittier's Mission Statement

In collaboration with students, parents, the World Language Magnet Cluster Program and Extended Community Program, Whittier Dual Language School will provide an academic program what will challenge each student to achieve academic excellence with biliterate competence in all content areas. Whittier is committed to providing a climate that fosters positive self-esteem, cross-cultural attitudes, individual dignity, cooperation and excellence.

Dual Language Basics

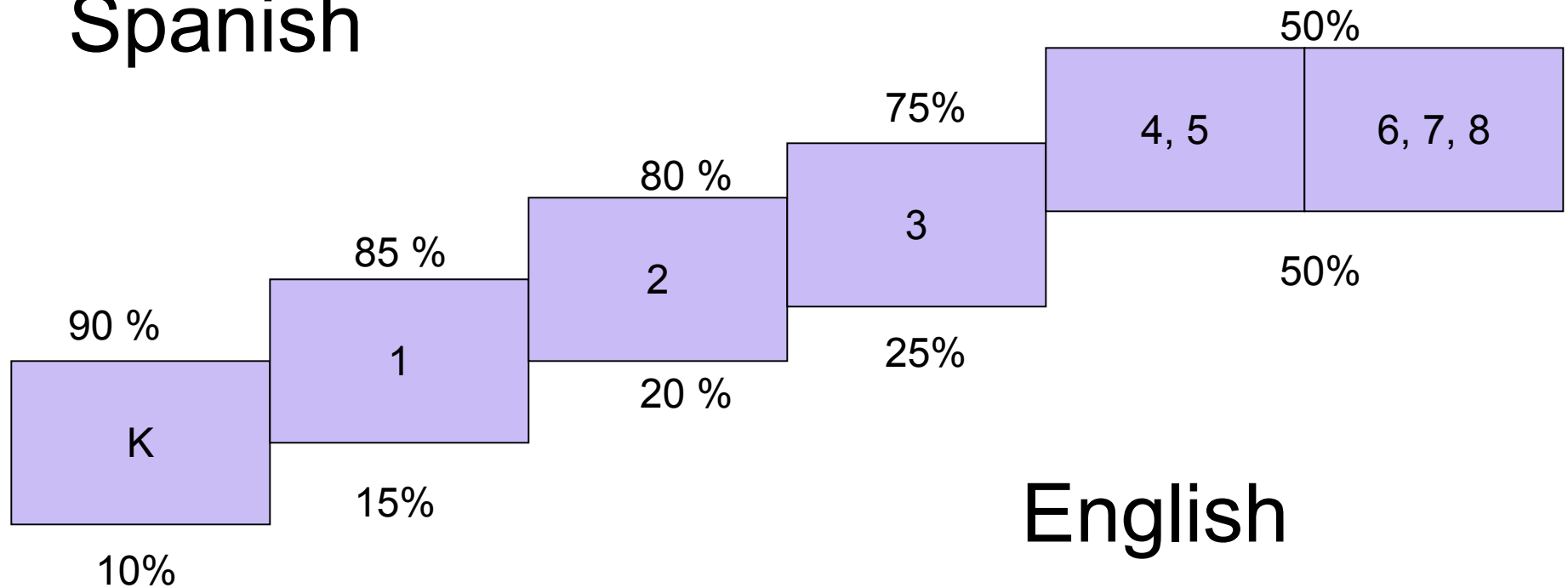
- Two languages are used for instruction
- Students have different levels of fluency in either language
- 50%–90% of daily instruction is in Spanish
- K–5th grade commitment minimally
- Studies have shown this to be best model of bilingual education.

Goals of Whittier Dual Language Program

- Students will...
 - Achieve academically
 - Develop high levels of proficiency in Spanish and English (listening, speaking, reading and writing)
 - Demonstrate positive cross-cultural attitudes and behaviors and inter-cultural flexibility

Language Allocation for Whittier

Spanish



Content / Language Allocation

Grade	Language of Instruction SPANISH	Language of Instruction ENGLISH
K	Reading, Writing, SSL Math, Science, Social Studies	Reading, writing, ESL
1	Reading, Writing, SSL Math, Science, Social Studies	Reading, writing, ESL
2	Reading, Writing, SSL Math, Science, Social Studies	Reading, writing, ESL
3	Reading, Writing, SSL Math, Science, Social Studies	Reading, writing, ESL
4	Reading, Writing, SSL, Math, Social Studies	Reading, Writing, ESL, Science
5	Reading, Writing, SSL, Math, Social Studies	Reading, Writing, ESL, Science, social studies
6	Reading, Writing, SSL, Math, Social Studies	Reading, Writing, ESL, Science, social studies
7	Reading, Writing, SSL, Math, Social Studies	Reading, Writing, ESL, Science, social studies
8	Reading, Writing, SSL, Math, Social Studies	Reading, Writing, ESL, Science, social studies

Simultaneous Literacy At Whittier Dual Language School

- In general:

- ELL Population in U.S. changing

- About 70% are born in U.S.

- They come to school as two-language learners

- Need to allow students to use all their linguistic resources

- Need to teach English language arts vs. content area English only



- At Whittier

- Our population is also changing

- More English dominant in earlier grades

- More come in as two-language learners

- Need to allow students to use all their linguistic resources

- The need to teach or re-teach the basics of English reading and writing in upper grades

- Literacy allows students to access all other content areas

- Old model of content-based ESL came from transitional model

Our Brand New Fledgling Library

- Has a wonderful bilingual start up collection
- Books were selected according to the CPS Collection Development Policy including:
 - Books supporting our Everyday Math Program
 - Award winning books from Pura Belpre, Coretta Scott King, Caldecott, Newberry, Caudill and Monarch
 - Books recommended by specific professional educational institutions such as YALSA, The Center for Children's Books, National Council for the Social Studies and Criticas among others

Our Library's Most Pressing Needs

- More resources to support and enable our developing social studies thematic units across the grade levels
 - Kindergarten: Self, Family, Heroes, and Community
 - First Grade: Community, Mayas
 - Second Grade: Immigration, adaptations
 - Third Grade: Civil Rights, Native Americans (Sioux...)
 - Fourth Grade: Native Americans (Iroquois, Lakota), American Revolution
 - Fifth Grade: Family history / timeline, Aztec Civilization, Rainforest
 - Sixth Grades: Family history / timeline, Mayan Civilization, Rainforest
 - Middle School (Alternating years): Colonial History, American Revolution, Chicago Research, Civil Rights, Holocaust, and Constitution

The Grant from the LSC

Books were selected

- to support the new 5/6th grade “Studies of the Americas: Aztecs and Mayans” Unit
- according to the CPS New Collections Development Policy
 - Specific attention was given to numbers:
 2. Materials should be selected to support, enrich and extend the school’s curriculum and to encourage informational, educational and recreational reading, viewing and/or listening.
 3. Consideration should be given to diverse user interests, abilities, backgrounds, cultures, languages, and maturity levels. Materials intended for student use should be appropriate for the subject area and for the age, social development, ability levels, special needs, and learning styles of students served by the collection.

Social Studies 5/6th Grade Unit Development

- The Ancient World:

Focus on the Americas: Backwards Design Model

Big Ideas

- La **civilización** may/azteca es una civilización antigua cuyos **descendientes** la mantienen viva.
- Las **creencias** y **cosmología** maya valora el vivir en **harmonia** con la naturaleza y utilizar el **balance natural** para sobrevivir.
- Hoy en día los mayas continúan con su **cultura** viva manteniendo ciertas **costumbres** mientras **adaptan** y **adoptan** otras.
- Los mayas y aztecas contribuyeron con diferentes **sistemas** e ideas al mundo científico y matemático, algunos de estos los seguimos usando en el presente.
- La **presencia** de otras culturas trajo **cambios** a la cultura maya/azteca.
- El **contacto** entre culturas trae cambios dentro de cada cultura

Essential Questions

- ¿Cuales son los efectos de la **mezcla forzada** entre dos culturas?
- ¿Cuales son las diferencias y similitudes en la civilizaciión maya antes de la llegada de los españoles y después?
- ¿Qué características tienen los mayas de hoy?
- ¿Cómo influyó el **medioambiente geográfico y ecológico** la existencia maya y azteca?

Unit Summative Assessments

- A student written, designed and directed play in Spanish based on a Mayan legend (with a Q and A session afterwards)
- **An English Research project using the Big 6 Model (Power point, Prezi, paper, poster, Tour of Mayan and Aztec Villages)**
- Reflection on project presentations

In Collaboration with Changing Worlds

We received funds to:

- purchase multiple copies of Mayan and Aztec legends in Spanish
- Acquire the art materials necessary to design and construct the play

In Collaboration with the technology teacher

We connected with a Mayan teacher and students in
present-day Oaxaca.

Through Skype we were able to:

- Interview them about their lives
- Perform the play for them and receive feedback
- Practice Spanish and English and learn some words in Quiche

In Collaboration with our Local School Council

We were able to have funds to purchase:

- Much needed books on both the Aztec and the Maya mostly in English for our English Language Arts research projects
- Books that told the stories of the Mayans and Aztecs from their points of view
- We used our resources to find information in order for us to create Mayan and Aztec villages out of our classrooms
- We gave tours of our villages to other classrooms, parents, visitors and you!

Our Work Continues...

- This 5/6th grade unit will be the foundation of a needed school-wide social studies /research scope and sequence from kindergarten through 8th grade
- We will base our work on the Super 3 and Big 6 models of research

	K	1	2	3	4	5	6	7	8
ask redefinition LAN	Ask and answer What am I supposed to do?	Ask and answer What am I supposed to do?	Ask and answer What am I supposed to do?		Identify prior knowledge and information needed. Draft essential questions. Assess questions to determine which would lead to an interesting inquiry.	Identify prior knowledge and information needed. Draft essential questions. Assess questions to determine which would lead to an interesting inquiry.	Identify prior knowledge and information needed. Draft essential questions. Assess questions to determine which would lead to an interesting inquiry.	Understand the expectations for the research assignment Evaluate prior knowledge Draft essential question or thesis statement Refine questions that lead to gathering of different types of information (overview, big-idea, specific detail, cause and effect, comparison, etc.) Plan inquiry to answer questions	Understand the expectations for the research assignment Evaluate prior knowledge Draft essential question or thesis statement Refine questions that lead to gathering of different types of information (overview, big-idea, specific detail, cause and effect, comparison, etc.) Plan inquiry to answer questions

Our Hope/ Our Goal

...Is for other grades to have the opportunity to deeply study different cultures especially those that reflect the heritages of our students

In order to do this we must continue finding quality resources and funding for our library media center

Thank you for your contribution, and we welcome any ideas or suggestions you have to continue developing these meaningful and well-resourced units.

